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ABSTRACT

Designed to stimulate school staff to consider a wide range of student learning activities as they identify ways to improve their local career education program, this resource booklet is divided into six sections which provide an overview of current career education practice (activities) in secondary schools. The first five sections correspond to the five goal categories which the learning activities serve: self awareness, career awareness, educational awareness, economic awareness, and career planning and decision making. Each section includes a brief discussion of the goal area and a table which provides a sampling of representative practices, materials, and learning activities for that goal area. Sample learning activities are then described in a one-page format which includes the name of the activity, a brief description of its purpose and process, and the approximate audience, methods employed, and reference to the sources of the activity. The sixth section contains (1) an annotated list of sources of information on career education activities (including those referenced in the one-page descriptions) and (2) a listing of national and local resource centers which can supply various kinds of knowledge about career education. (YLB)

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CAREER EDUCATION PRACTICE: AN OVERVIEW AND GUIDE TO RESOURCES

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NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Career education is a priority in Delaware, New Jersey, and Pennsylvania. Research for Better Schools (RBS) is committed to the goal of strengthening capabilities of state and intermediate service agencies to bring about career education program improvement in schools in these states. One of the ways RBS staff contribute to this goal is to develop knowledge resources which can be used by state and intermediate service agency staff who work with the schools. This booklet is one such resource. It was prepared with the expectation that it would stimulate school staff to consider a wide range of student learning activities as they identify ways to improve their local career education program.

INTRODUCTION

When U.S. Commissioner of Education Marland introduced the notion of career education in 1971, he noted that many of its underlying ideas were not new. For example, vocational education programs related education and work primarily by means of in-school training for specific job-entry skills; guidance programs helped students select courses that might be relevant to future academic and vocational pursuits; work-study programs brought learning experiences in academic and non-academic settings into relationship.

During the 1970s, the U.S. Office of Education provided support for career education in the form of research and development programs and funding for schools. The National Institute of Education also engaged in research and development work in career education. In response, local educators developed career education programs in their schools.

In the nine years since Marland's initial statements about career education, the concept has broadened to suggest that the school's role is to help students plan and prepare for future life roles...one of which is the role of worker. Almost all schools support practices which bear relationship to this broad conception of career education. As a consequence it is somewhat confusing to attempt to identify and bring order to the array of activities which define current career education practice in schools.

In preparing this resource booklet a number of national and regional catalogues, reports, and resource guides, which include descriptions of

secondary school career education programs and learning activities, were reviewed. The review process was continued until a pool of more than one hundred secondary school career education learning activities was identified (no attempt was made to evaluate their effectiveness). RBS staff considered different ways of defining categories within which learning activities might be grouped. The best suggestion appeared to be to group them according to the kinds of career education goals they most likely serve. A five goal category system seemed to work best. These categories are self awareness, career awareness, educational awareness, economic awareness, and career planning and decision-making. Examples of student learning activities grouped within each of the categories were presented to groups of educators with whom RBS staff work. The categories were judged acceptable for school program planning purposes.

This resource booklet is divided into six sections. The first five correspond to the goal area categories identified above. Each section includes a brief discussion of the goal area, and a sampling of representative practices, materials, and learning activities for that goal area. Each sample learning activity is described in a one-page format which includes the name of the activity, a brief description of its purpose and process, the appropriate audience, methods employed, and reference to the source of the activity.

The sixth section contains an annotated list of sources of information on career education activities (including those referenced in the one-page descriptions), and a listing of national and local resource centers which can supply various kinds of knowledge about career education.

SELF-AWARENESS

The concept of self-awareness incorporates goals related to: self-understanding, understanding and getting along with others, and understanding and directing personal development. Self-awareness learning activities are designed to enable students to become more sensitive to their needs, interests, and aspirations as a basis for improving their participation in career awareness, exploration, and preparation activities. The kinds of learning activities students undertake to achieve goals in this area include:

- assessing interests, abilities, and experiences
- clarifying attitudes and values
- analyzing work and study habits
- clarifying self-concept
- testing perceptions of self on others
- identifying and developing coping skills
- practicing self-assessment techniques
- practicing personal communication skills
- exercising responsibility

Self-awareness practices often take the following forms:

- A/V Presentations. Films, video-tapes, and filmstrips serve as a point of departure for self-assessment exercises and group discussion. They are used to introduce concepts and provide models for conducting personal assessment.

- Literature. The study of literature has long served as a vehicle for promoting human understanding and clarifying values. Short stories, autobiographies, poems, essays, and novels form the basis for self-exploration and group discussion.

- Self-Assessment Exercises. These take two forms: self-administered paper and pencil exercises and group oriented exercises that encourage verbal sharing. Both provide non-threatening opportunities to analyze personal characteristics and learn self-appraisal techniques that can be used throughout life.

- Simulations, Games, and Role Plays. These activities enable students to enhance self-understanding by trying on roles, verbalizing values, and resolving interpersonal conflicts in simulated situations.

- Small Group Activities. Task-oriented group activities provide opportunities to practice communication and coping skills through working with others.

- Volunteer Work. Performing a necessary service on a regular basis helps students to learn how they function in different real-life situations, and to develop responsibility and self-confidence. Volunteer work includes in-school activities, such as tutoring, assisting nursery or primary school teachers, or helping in the lunchroom or library, and out-of-school activities, such as working in a hospital or nursing home, participating in recycling projects, or performing office work for a community organization.

Table 1 provides examples of self-awareness materials. It includes representative self-awareness goals, examples of a variety of materials designed to achieve the goals, and descriptions of the materials. The table is followed by several one-page descriptions of representative self-awareness activities.

Figure 1.

SAMPLE SELF-AWARENESS MATERIALS

Goal	Title	Description
To help students...		
recognize their values, goals, needs, motivation, personal characteristics and other concepts of self.	Career Insights and Self-Awareness Games. Houghton Mifflin. Grades 7-9. Teacher's guide, six game guides, spirit masters, other materials.	A series of non-competitive games encourages verbal sharing among students and involves them in various thinking skills, such as analyzing, problem-solving, valuing, classifying, and decision-making.
become aware of interests, develop new interests, and find ways to express interests.	Making the Most of Your Talents. Guidance Associates. Grades 7-12. Three filmstrips, cassettes, teacher's guide.	Using the filmstrip presentations as a point of departure, students engage in such activities as discussion, writing about people and events that have influenced them in developing an interest or talent, inviting people to speak to the class on how their talents and career merge, and conducting a talent show.
improve skills in self-evaluation and development.	Career Skills Assessment Program: Self-Evaluation and Development Skills. College Extrance Examination Board. Grade level not specified. Exercise booklet, interpretive guide, response sheet.	Students complete self-administered, paper and pencil exercises that introduce concepts and information related to individual differences, changing personal characteristics, evaluating individual characteristics and understanding the results, and applying information about self to career opportunities.
discover careers and leisure activities in which they can develop their creative potential.	Self-Fulfillment: Becoming The Person You Want To Be. The Center for Humanities. Grades 9-12. Three slides carousels, cassettes or discs, teacher's guide.	Portrayals of career decisions of nine young people in the slide presentation serve as the basis for students to explore their own needs and values. Students participate in valuing activities, write a contract with themselves about a change they would like to make in their lives, and conduct interviews and field trips.
develop a positive attitude toward self through an awareness of their values, talents, and interests as they relate to work roles.	Going Places With Career Education-Language Arts Units - Roseville, Minnesota School District Grades 7-9. Curriculum units, teacher's guide.	Films, video tapes, stories and poems are used to introduce concepts and stimulate personal assessment and group discussions. Topics include values, interests, personal characteristics, significant others, and interpersonal relationships.

ACTIVITY: Emerson, Thoreau & Company

DESCRIPTION: Students read literature selections which help them identify conflicts that may result when individuals select career goals different from the expectations of others. Students comment on a quotation from Emerson's Self Reliance: "There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion." Students discuss their views concerning the kinds of people most in need of Emerson's message and how much it is needed at their own school. Students read Walden and discuss Thoreau's reasons for going to the woods. They cite things Thoreau says people can do without and give reasons for their agreement or disagreement with each of these things.

AUDIENCE: Grades 9-12

METHOD(s): Reading, discussion, personal investigation

For additional information see: Maple Heights Equity Career Education Program. Equity career education: Curriculum guide, p. 272.

ACTIVITY: Everything I Wanted to Know

DESCRIPTION: This activity is designed to give students practice in identifying things which they are able to do. Students divide into groups of three or four. Each student identifies abilities of each of the other students in the group. A discussion session follows during which students share self-evaluations and argue the merits and limitations of assessments made by others.

AUDIENCE: Grades 10-12

METHOD(s): Small-group discussion, personal investigation

For additional information see: Cogent Associates. Working it out: Secondary teacher's manual, p. 18.

ACTIVITY: I Admire

DESCRIPTION: In this exercise, students consider their choice of heroes/heroines as an indicator of their own qualities, traits, attitudes, and ambitions. As a group, students compile a list of twenty occupational categories, such as musicians, athletes, and cartoonists. After the list has been completed, each student identifies a hero/heroine in each category and summarizes his/her reasons for each choice. This is followed by small group discussions in which students share three or four of their heroes/heroines with others. Finally, students attempt to derive some "I learned" statements from their own responses (e.g., I learned that I value creativity and imagination; I enjoy competition).

AUDIENCE: Grades 7-9

METHOD(s): Brainstorming, small-group discussion, personal investigation

For additional information see: Parma City School District. A sourcebook of activities for student guidance, p. 27.

ACTIVITY: Ideal Two Days

DESCRIPTION: The purpose of this activity is to help students clarify what they want out of life. Students plan an ideal two-day period, which they may designate as taking place at any time in the future. They define what they would do, where, and with whom. The ideal period is described in any format the student chooses (e.g., in a diary). Students retain their written account and revise it periodically. They can refer to it when taking part in activities that involve planning how to achieve what they want.

AUDIENCE: Grades 7-9

METHOD(s): Scenario writing, personal investigation

For additional information see: Parma City School District. A sourcebook of activities for student guidance, p. 50.

ACTIVITY: My Magazine

DESCRIPTION: This activity is intended to help students identify their interests, values, and needs. Each student designs a magazine tailored to his/her own interests. The design includes a title, cover design, editorial profile, advertising policy, and brief outline of the magazine's content (e.g., news stories, feature articles, photos, and cartoons).

AUDIENCE: Grades 9-12

METHOD(s): Scenario writing, personal investigation

For additional information see: Flynn, D.J. Models for career education in Iowa, p. 53.

ACTIVITY: The Real Me

DESCRIPTION: This activity allows students to analyze personal characteristics and capabilities and identify occupations for which these traits are appropriate. Each student constructs a poster and booklet on "The Real Me." The poster may be a hand-drawn cartoon featuring a special characteristic or capability of the student, or it may be a collage of magazine clippings. In the booklet, students tell about their likes and dislikes, hobbies, and other information about themselves. They also include information about family, community, and career roles they see for themselves.

AUDIENCE: Grades 7-9

METHOD(s): Personal investigation

Adapted from: Flynn, D.J. Models for career education in Iowa, p. 23.

ACTIVITY: Strength Bombardment

DESCRIPTION: In this activity students gain experience in giving and receiving approval, and are helped to see themselves in positive ways. Students carry pencils and small pads of paper as they mill around the room, talking with other students. As two students talk, each identifies the other's greatest strength. He or she then writes this on two pieces of paper, taping one to the person and the other to that person's name which is posted on the wall. Students discuss their feelings about the experience, difficulties they may have had in receiving positive comments openly, or in telling others what they like about them. They try to summarize what they learned from the experience.

AUDIENCE: Grades 7-12

METHOD(s): Class discussion

For additional information see: Hebeisen, A. Peer program for youth, p. 53.

ACTIVITY: This Is Your Life

DESCRIPTION: This activity is designed to help students realize that many influences shape one's self-concept. Students divide into small groups to discuss how the expectations of others influence their self-concepts. As a follow-up, each group selects one or more of its members as the focus for a panel discussion. These students share ideas from each small group with the entire class as they discuss the questions, "What forces create self-concepts?" and "Is it possible for one's self-concept to change?" Students then divide into groups where they prepare skits to illustrate experiences that lead to the formation of a self-concept. Students may use incidents from their own lives if they wish. They may prefer to make cartoons or write biographies illustrating the same theme.

AUDIENCE: Grades 9-12

METHOD(s): Personal investigation, small-group discussion, role-play

For additional information see: Carlson, L. et al. Self-concept exploration. A career education resource guide, p. 6.

ACTIVITY: Trust

DESCRIPTION: This exercise is intended to promote discussion concerning the nature and necessity of trust and to give students insight into their ability to trust others. Students are given a list of seven activities which include such things as: imitate the crowing of a rooster; recite a nursery rhyme; pantomime a very sleepy person brushing his/her teeth. Students number the items on the list from one to seven, from those they would feel most comfortable doing in front of a group to those that would result in the greatest discomfort. The results are tallied, and some students are asked to perform their first choices. Discussion follows. Students consider the things they feel are "safe" to do in front of others, in what way the ordering of the list is indicative of their ability to trust, and the relationship between trusting others and trusting oneself.

AUDIENCE: Grades 7-9

METHOD(s): Personal investigation, class discussion

For additional information see: Parma City School District. A sourcebook of activities for student guidance, p. 42.

ACTIVITY: Women and the World of Work

DESCRIPTION: This exercise allows students to examine their adherence to popular stereotypes and test the influence of new information on their thinking. Students are given a questionnaire to complete. They then read factual data on female participation in the work force. A class discussion is held about this information, with emphasis on understanding the way in which stereotypes influence what employers think they "know" about women and what women workers think are their only job alternatives. Students are then given the questionnaire again. A discussion is held concerning differences in their scores between the two questionnaires, the way in which new information affected their opinions, and how certain information might affect their own job choices.

AUDIENCE: Grades 9-12

METHOD(s): Personal investigation, class discussion

For additional information see: Cogent Associates. Working it out: Secondary teacher's manual, p. 28.

ACTIVITY: Work Values

DESCRIPTION: This exercise allows students to explore their own value system by analyzing their reasons for engaging in recent work activities. Students list ten work activities they have performed in the past month. Each activity is then checked according to where it fits into ten value columns (e.g., was the activity performed for pleasure, advancement, reward, prestige, adventure, or social service? Was it performed out of friendship for others who were involved, or to fulfill a personal goal?). Activities may be checked in more than one column. Students then discuss the values which seemed predominant. They should be helped to gain insight into possible future jobs that would appeal to them because of their particular value system.

AUDIENCE: Grades 7-9

METHOD(s) Personal investigation, small-group discussion

For additional information see: Parma City School District. A sourcebook of activities for student guidance, p. 46.

CAREER AWARENESS

The concept of career awareness incorporates goals that relate to: understanding careers and life styles, relating information about careers to information about self, and developing skills necessary for seeking, retaining, and advancing in jobs. In today's society, young people who are preparing to enter the work force are faced with a bewildering number of choices and insufficient information upon which to make sound decisions. Career awareness practices are designed to assist students in this important task by providing them with experiences in gathering and using information from a variety of sources to learn about careers. The kinds of activities students undertake to achieve goals in this area include:

- locating, evaluating, and integrating information on careers and life styles
- relating abilities, values, needs, and experiences to careers
- finding out about educational requirements for occupations
- acquiring job hunting techniques
- developing interviewing skills
- identifying and coping with sex-role stereotypes
- observing work done in the community
- acquiring hands-on, work-related experience

Career awareness practices often take the following forms:

- Careers Fairs, Conferences. Representatives from different businesses and career areas provide information about the qualifications students need for entry and advancement in different fields.

Adaptation of this traditional practice include a series of thematic conferences, such as health careers or arts and humanities careers, instead of one general career day; or seminars and workshops that encourage interaction between students and employers.

- Career Information Systems. Computer-assisted systems, such as Timeshare's GIS III or Philadelphia's VICS, and microform files, such as Occupational VIEW Deck and PENNscript give students access to up-to-date, local occupational data for career exploration.

- Classroom Speakers, Consultants. This is a popular practice for introducing students to a variety of adult roles and life styles. Resource people who are active practitioners give students access to first-hand information about careers and leisure pursuits, and allow students to ask questions and engage in discussions on the rewards and challenges of different occupations.

- Exploratory Work Experience. Participants in programs, such as volunteer community service, cooperative education, work-study, internship, and mentorship, become involved in on-the-job activities over an extended period of time. These experiences allow students to test their interest in a given career as they learn about skills and on-the-job behaviors considered important by employers.

- On-site Observation. Field trips and shadow days help students broaden their general perceptions of the working world, and discover career areas that interest them. In addition, field trips often stimulate students' desire for more intensive career exploration experiences.

- Parent Programs. Parents play a major role in a student's career choice. Practices, such as workshops and informational materials, can help parents become more effective in that role by suggesting ways that they might facilitate their child's growth toward career maturity. Common suggestions include: encouraging children to develop and pursue interests and hobbies, to work as a volunteer or hold part-time jobs, to include career-related activities on family trips, and to analyze and discuss the nature and accuracy of career information presented by the mass media, especially television.

- Printed Sources. Reference books, career briefs, pamphlets, and brochures are standard sources of information about job requirements, working conditions, employment trends, and salaries.

Table 2 provides examples of career-awareness materials. It includes representative career awareness goals, examples of a variety of materials designed to achieve the goals, and descriptions of the materials. The table is followed by several one-page descriptions of representative career-awareness activities.

Figure 2.

SAMPLE CAREER AWARENESS MATERIALS

Goal	Title	Description
To enable students to...		
become aware of a wide variety of career options.	Exploring Careers. Educational Design, Inc. Grades 7-12. Fifty-two student worksheets in spirit master form, teacher's guide.	Activities are designed to be infused in social studies, English, math, science, foreign language, home economics, and other courses. There are individual and group activities designed for in-school and out-of-school settings. Included are role playing, interviewing, playing and creating games, job shadowing and debating activities.
explore a wide variety of occupations within particular interest areas.	Expo 10: Exploring Career Interests. Science Research Associates. Grades 5-8. Fifty-eight games divided into 10 sets. The teacher's guide offers suggestions for integrating content into existing courses.	Activities often resemble such traditional games as bingo, charades, checkers, card games, puzzles, and pantomine, but deal with career titles, duties, places of employment, talents or abilities, education and training, and advantages and disadvantages of particular jobs.
get a "feel" for the attitudes of workers in a wide range of jobs.	Working, Studs Terkel. Avon Books. Grades 10-12. The teacher's guide makes this book adaptable to high school English, social studies and speech classes.	Interviews with 133 ordinary working people form the basis for student activities. Students read about people in areas of interest. Discussion questions are designed to get students to think about how job situations might be improved. There is a section on "The Art of Interviewing" and students are encouraged to conduct interviews to gain new perspectives on working. Other activities include writing poetry, role playing, and comparing views of Aristotle and St. Paul with those of a Time magazine essay on working.
acquire realistic expectations of work.	Careertapes. MacMillan Grades 7-12. Audio cassettes.	Employed people talk in depth about their occupations, telling in their own words "how it is" in the working world.
identify skills needed to secure and maintain employment.	Earning a Living: A Realistic Guide to Working. Newsweek Educational Division. Grades 7-12. Four filmstrips, cassettes or discs, teacher's guide and spirit masters.	Topics include: assessing the employment field, writing resumes, selling oneself for a specific position, behaving on the job, and planning for the future.

Figure 2. (continued)
SAMPLE CAREER AWARENESS MATERIALS

Goal	Title	Description
To enable students to...		
cope with job adjustment problems.	Your First Week on the Job. Guidance Associates. Grades 7-12. Two filmstrips, record, teacher's guide.	Comic style filmstrips show interactions between people on the job, and point out fears and problems faced on a new job. Discussion questions deal with possible resolution of problems.
cope with job adjustment problems.	Coping in the World of Work: Practice in Problem Solving. National Center for Research in Vocational Education. Grades 11-12. Teacher's guide, student guide, filmstrips, cassettes, transparencies.	Students are introduced to job adjustment problems, learn a problem-solving approach, and apply problem-solving to simulated situations.
consider all career options despite traditional male and female work role stereotyping.	Jobs and Gender. Guidance Associates. Grades 7-12. Two filmstrips, cassettes, teacher's guide.	Filmstrips demonstrate how attitudes toward sex roles are changing and emphasize the importance of finding a personally rewarding career regardless of traditional labels. Activities include examing mass media for signs of breakdown of sex barriers, role playing an interview with someone in a non-traditional career, and writing an essay. Discussion questions are directed toward examining the reactions of other students.
eliminate sex role stereotyping from their own thinking about career options and become more realistic about their employment opportunities and rights.	Expanding Career Horizons. Curriculum Publications Clearinghouse, Western Illinois University. Grades 7-12. Teacher's guide, board game, student materials for five fifty-minute activity-oriented lessons.	Activities include a role play of court proceedings, a simulation game, written exercises, drawing, and discussion.

ACTIVITY: Art and Environment

DESCRIPTION: Students learn about the role of the art professions in environmental improvement. Art and architecture students from local universities work with junior and senior high school art teachers and students to develop a program that focuses on the environment in the locale of the school. Large group presentations, small group projects and field observations are employed. Related careers in architecture, sculpture, photography, graphic design, and film making are explored.

AUDIENCE: Grades 9-12

METHOD(s): Community resource people

For additional information see: Drews, P. Flight Plan, p. 116.

ACTIVITY: Bilingual Jobs in Government

DESCRIPTION: Students gather information about U.S. government and foreign service careers that require proficiency in one or more foreign languages. From library reference books, each student selects a government agency or department from which to obtain information concerning the nature and location of job opportunities, qualifications for these positions, educational requirements, and salary scales. As information comes in, it is added to a chart that is shared with other students.

AUDIENCE: Grades 9-12

METHOD(s): Research and report

For additional information see: Ohio State Department of Education, Career exploration curriculum supplement for grades 9 through 10, p. 79.

ACTIVITY: Bilingual Jobs in Private Business

DESCRIPTION: Students become acquainted with local jobs requiring foreign language skills. Students identify businesses employing bilingual personnel by contacting foreign language instructors and other resource people. Students write letters asking for information about available bilingual positions. Information is shared with the class. Students then attempt to interest one of the businesses in becoming the site for a field trip. During the trip, students learn about some of the job responsibilities of and skill requirements for bilingual personnel.

AUDIENCE: Grades 9-12

METHOD(s): Research and report, field trip

For additional information see: Ohio State Department of Education, Career exploration curriculum supplement for grades 9-10, p. 75.

ACTIVITY: Careers in Radio Broadcasting

DESCRIPTION: The underlying objective of this activity is to give high school students career exploration experiences through the operation of a radio station. The station is maintained by the school district, and completely staffed by high school students. Students research and write news reports and public affairs programs, conduct promotional campaigns, plan and direct programs, and perform on the air. In the course of developing stories, students interact with many local agencies and community groups. They also repair, maintain, and operate broadcast equipment.

AUDIENCE: Selected students, grades 10-12

METHOD(s): Exploratory work experience

For additional information see: Stein, W. Increasing guidance effectiveness through school-community cooperation, p. 315.

ACTIVITY: Colonizing the Moon

DESCRIPTION: This activity is designed to help students recognize the social importance of the work performed by people in a community.

Students are given the following problem:

> You are a leader of the United States Space Program. A bubble has been placed on the moon and an atmosphere created inside it. You must fill a space ship with 100 passengers. These must be able to make a colony on the moon that is self-sufficient. The crew is not a part of this 100. Don't waste space on the ship--everyone must be of importance to the success of the colony. Fill those 100 spaces by occupation.

Students brainstorm vital occupations, discuss choices, and come to agreement on how to fill the 100 passenger spaces.

AUDIENCE: Grades 7-9

METHOD(s): Brainstorming, class discussion

For additional information see: Flynn, D.J. Models for career education in Iowa, p. 70.

ACTIVITY: Community Resource File

DESCRIPTION: Students learn about the nature of local jobs and employment opportunities as they prepare a list of sites which have potential for career exploration activities. During a course designed specifically for this activity, students identify community resources by interviewing representatives of local community organizations, businesses and social service agencies. Students gain skills in interviewing and writing, and they provide the school with a valuable resource file.

AUDIENCE: Grades 9-12

METHOD(s): Survey

For additional information see: Conrad, D. Action learning in Minnesota, p. 31.

ACTIVITY: Cops and Robbers

DESCRIPTION: The purpose of this activity is to enable students to learn about careers in the criminal justice system. The class divides into small groups. Each group chooses to study one of four components of the criminal justice system: law enforcement, prosecution, courts, or correction. Students learn about careers by reading biographies, autobiographies and other literature, and by interviewing and observing people on the job. Each group then analyzes its findings and prepares a report to the class. Each group also prepares a brief role play to enact with the class.

AUDIENCE: Grades 9-12

METHOD(s): Research and report, role play

For additional information see: Finn, P. Career education activities for subject area teachers, grades 9 through 12, p. 31.

ACTIVITY: Cross Age Tutoring

DESCRIPTION: Tutoring elementary school students helps high school youth learn how to work with and motivate children. They also become more knowledgeable of the educational process, and more aware of their own educational needs. In a social studies course entitled Cross Age Tutoring, high school students are first engaged in an intensive three-week orientation which includes sessions with the school psychologist, elementary school teachers and principals, and social workers. Students meet with their tutees each day, Monday through Thursday. The Friday class period is devoted to sharing problems and successes in the tutoring experience. Students are encouraged to spend time with tutees outside of school--for example, going to a movie together--in order to strengthen the personal relationships.

AUDIENCE: Grades 9-12

METHOD(s): Tutoring

For additional information see: Conrad, D. Action learning in Minnesota, p. 4.

ACTIVITY: Itineraries For Foreign Lands

DESCRIPTION: To learn about the work of travel agents, a one-week itinerary is planned for a trip to a country whose language is being studied. Each student visits a travel agency to obtain information pertinent to planning a trip. Students select the country, cities, and points of interest to include in the itinerary. Fictitious names are used for hotels but factual information is included about transportation, time schedules, and cost. The itinerary is written in the foreign language. The activity increases students' facility in the language and increases their awareness of job opportunities for bilingual personnel.

AUDIENCE: Grades 9-12

METHOD(s): Independent study

For additional information see: Ohio State Department of Education, Career exploration curriculum supplement for grades 9 through 10, p. 77.

ACTIVITY: Learning About Occupations

DESCRIPTION: This activity is designed to help students explore occupations of their choice by contacting organizations and businesses and by receiving resource materials. During the activity, students experience various ways of learning about careers: reading, listening to cassettes, watching films, interviewing, and visiting places of employment. Students record all relevant information on an Occupational Information Chart.

AUDIENCE: Grades 9-12

METHOD(s): Independent study

For additional information see: Jackson, D.J. Planning ahead for career choice, p. 84.

ACTIVITY: Learning From Want Ads

DESCRIPTION: Newspaper want ads are used as sources of job information. Students learn the meaning of abbreviations and terms used in the ads and decide which areas of employment are most in demand in their own community. They discuss details that are provided about the jobs that interest them, and record and display information in the classroom. Students note how many of the ads were placed by agencies and how many by private employers. They contact both private and government placement agencies for information about fees and services. Generalizations are drawn about the information that has been gathered. These may include: the nature of available jobs, functions of job placement agencies, or factors to be considered in applying for a job.

AUDIENCE: Grades 9-12

METHOD(s): Class discussion, interview

For additional information see: Hofferman, L. "Using the want ads as a teaching tool" Career Education Workshop. Vol. 5, No. 7. (March, 1979), p. 5.

ACTIVITY: Mentorship

DESCRIPTION: Students learn about careers in an area of interest by relating to an adult who works in that field. The adult and student are linked in a one-to-one "mentor" relationship over a period of time. The mentor becomes an advisor and teacher who provides the student with an inside view of his or her working life. For example, the mentor might invite the student to observe work environments, and participate in work-related activities. The student might learn about the interrelationship of career and lifestyle and about demands, rewards and educational requirements of the mentor's job.

AUDIENCE: Selected students, grades 7-8

METHOD(s): Mentorship

For additional information see: U.S. Office of Career Education, Career education: How to do it: Creative approaches by local practitioners, p. 140.

ACTIVITY: Music Makers

DESCRIPTION: The purpose of this activity is to help students understand the ways in which some adults derive pleasure and employment from music. Local people whose work is related to music are invited to discuss the use of musical knowledge and skill in their jobs and leisure time activities. Guest speakers may include members of popular music groups, performers and conductors with symphony orchestras, composers and arrangers, band directors, music educators, piano tuners, people who publish and sell music, church organists and choir directors, music critics, manufacturers of musical instruments, music librarians, and people involved in the recording industry.

AUDIENCE: Grades 7-9

METHOD(s): Community resource speakers

Adapted from an activity described in: Flynn, D.J. Models for career education in Iowa, p. 57.

ACTIVITY: Occupational Stereotyping

DESCRIPTION: This activity involves students in a study of the ways in which advertising and television programs exhibit occupational stereotyping. Students discuss occupational stereotyping and are provided with some examples. They divide into small groups and select one of two options: studying occupational stereotyping in magazine and TV advertising or in TV programs. In either case, students collect examples--by way of clippings or narrative descriptions--and share their findings with the class. For each example, students suggest ways in which the stereotyping could be eliminated.

AUDIENCE: Grades 10-12

METHOD(s): Research and report

For additional information see: Finn, P. Career education activities for subject area teachers, grades 9 through 12, p. 75.

ACTIVITY: Reporting the News

DESCRIPTION: This activity introduces students to the range of occupations involved in producing a newspaper and affords them an opportunity to write for publication. A local newspaper agrees to publish school news on a weekly basis. Some of its personnel serve as classroom resources, critiquing students' work and helping them improve techniques. Students visit the editor and are shown the operation of the newspaper business.

AUDIENCE: Grades 7-12

METHOD(s): Field trip, community resource people, research and report

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 288.

ACTIVITY: Sharing With a Parent or Friend

DESCRIPTION: Students learn about the world of work when they spend a day on the job with a parent or friend. This "shadowing" experience gives students insights into social aspects of work, interdependence of different kinds of jobs, skills people use on the job, and problems and rewards encountered in the work place.

AUDIENCE: Grades 7-9

METHOD(s): Shadowing

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 251.

ACTIVITY: Swim and Gym

DESCRIPTION: Student volunteers explore careers in physical education and recreation by assisting instructors in a preschool recreation program. Student assistants are selected on the basis of recommendations from their physical education teachers. Before beginning their work in the nine-week program, students attend a training session conducted by an early childhood specialist.

AUDIENCE: Selected students, grades 7-12

METHOD(s): Exploratory work experience

For additional information see: Drews, P. Flight plan, p. 146.

ACTIVITY: To Be A Teacher

DESCRIPTION: Students learn about various aspects of a math teacher's job. After identifying activities engaged in by a math teacher, students discuss satisfactions and frustrations of the job. They break into small groups to begin projects in which they tutor younger students in math, teach one another advanced or unusual areas of math, work in pairs to teach a segment of the math class, or work as student aides.

AUDIENCE: Grades 9-12

METHOD(s): Peer teaching

For additional information see: Finn, P. Career education activities for subject area teachers, grades 9 through 12, p. 123.

ACTIVITY: Vocational Biographies

DESCRIPTION: This activity is designed to develop students' writing and reading skills, as well as to help them become aware of the kinds of jobs people perform in their community. Students write vocational biographies of their parents or neighbors. Then, through the guidance department, they contact local employers and employees to request interview opportunities. Using career information from these interviews, students write additional vocational biographies. Students may exchange biographies with other students.

AUDIENCE: Grades 10-12

METHOD(s): Interview, writing

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 268.

EDUCATIONAL AWARENESS

Educational awareness focuses on the interrelationship between education and work. It incorporates goals that deal with relating career interests to general patterns of continuing education and/or training, and relating knowledge and skills acquired in school courses to those utilized in various occupations. It also emphasizes the role of continuing education and training in job advancement and professional growth, and the need to become knowledgeable about alternative ways of acquiring and financing education and training throughout life. The kinds of activities students undertake to achieve goals in this area include:

- locating information on education and training programs
- investigating alternative routes for reaching educational goals
- identifying ways in which academic knowledge and skills are used in the performance of a wide range of jobs
- applying academic knowledge and skills to work-related tasks
- exploring on-the-job learning opportunities

Practices that schools frequently employ to promote student learning include:

- Education Fairs, Conferences. Representatives from a wide range of private and public education and training institutions provide printed information and conduct mini-workshops for parents and students who are interested in discussing specific questions. A series of conferences can be organized with representatives of community colleges, voc-tech institutions, small liberal arts colleges, large universities. Funding workshops inform parents and students of alternative scholarship, grant, and loan programs.

- Educational Exploration. There are some programs that place high school students in college settings to experience the demands and satisfactions of undergraduate academic work. One example of such a program is Project SEED, sponsored by the American Chemical Society. College and university chemistry professors volunteer to serve as preceptors to high school students during the summer betweeen their junior and senior year. Students audit courses, participate in laboratory work, and confer with college counseling staff about future educational and career plans. Some colleges and universities sponsor similar summer programs to assist high school students who might not pursue a college education and professional career without special encouragement.

- Field Experience. Programs, such as Action Learning and Youth Participation Projects, enable students to see the relationship between school and work by giving them opportunities to apply knowledge and skills learned in the classroom to meaningful service projects in the community. For example, students in Minneapolis participate in a program called Teenage Health Consultants, sponsored by a group of health clinics. After receiving special training, students make presentations, hold discussions and make video tapes for other students and out-of-school youth. A health teacher reviews their work.

- Information Files. In many cases the best way to find out about the educational requirements and opportunities for a particular occupation or profession is to contact the appropriate trade or professional association. These organizations are a source of information on types and levels of education or training needed, names of accredited educational institutions, and sources of financial aid. The guidance office or career resource center generally maintain files of literature obtained from these organizations. Information about the special programs, course offerings, admission requirements, and costs of individual institutions in print, microform and computer formats also is included in these files.

- Interview. Family members, neighbors, and local merchants are used as sources of information about how people use math and communication skills, scientific principles, or knowledge of geography or history in the carrying out of their work in business as well as in the home.

- Retired Tutor as Career Model. Retired workers are often eager to share their knowledge and experience with young people. They frequently have both the time and patience to assist students who need motivation, encouragement and even tutoring for success in school work. For example, a student needing help in geometry might be matched with a retired engineer. In addition to receiving help in geometry, the student can gain some valuable insights about engineering as a career.

Table 3 provides examples of educational awareness materials. It includes representative educational awareness goals, examples of a variety of materials designed to achieve the goals, and descriptions of the materials. The table is followed by several one-page descriptions of representative educational awareness activities.

Figure 3.

SAMPLE EDUCATION AWARENESS MATERIALS

Goal	Title	Description
To enable students to...		
select high school courses and reevaluate their initial selections as interests change.	Better Choice, Better Chance. Guidance Associates. Grades 8-9. Two filmstrips, cassettes, teacher's guide.	The filmstrip introduces information on different high school programs through a group of seniors who talk about plans they made in junior high school and decisions they eventually made during high school.
gather information on a range of post-secondary education options.	Decisions, Decisions. Churchill. Grades 9-12. A 16mm film.	Focuses on training and education necessary for various careers. Pre- and post-viewing discussions involve investigating a wide range of post-high school alternatives including training programs, further education, military service and others.
identify institutions that have programs and characteristics suited to interests, abilities, and career goals.	Which College For you? Guidance Associates. Grades 9-12. Two filmstrips, cassettes.	Filmstrip deals with how to choose a college which will meet the needs of the individual. Young people describe their own experiences in traditional and experimental programs, large and small institutions, liberal arts and specialized programs.
become aware of alternative ways of getting a college education.	Different Ways to Go to College. Guidance Associates. Grades 9-12. Two filmstrips, cassettes.	Examines work study programs, the transitional year and independent study programs. Discusses innovative admissions programs, the role of two-year colleges, and domestic exchange programs.
identify ways in which academic knowledge and skills are used in the performance of a wide range of jobs.	Career Education in the Academic Classroom. Olympus Publishing. A teacher's handbook.	This book is designed to explore the various relationships between traditional academic disciplines and the concepts of career education. It contains suggestions by teachers for activities that relate classroom learning to careers.
understand job-related applications of the traditional subject matter.	Career Education Activities for Subject Area Teachers: Grades 6-9. Career Education Activities for Subject Area Teachers: Grades 9-12. Abt Publications. A teacher's handbook.	These manuals contain activities that show career-related applications of traditional subject matter. Activities include role plays, games, interviews, field trips, polls, peer teaching, volunteer work, and independent study.
relate course content to careers.	Getting Started: A Guide to Writing Your Own Curriculum. Lewisburg, Pa. Central Susquehanna Intermediate Unit. A teacher's handbook.	This four-volume compedium contains nearly 500 classroom activities designed to meet 67 career education goals.

ACTIVITY: Building A Trophy Case

DESCRIPTION: Students in a math class are able to apply math skills to the construction of a trophy case which is needed by the school. The class divides into groups to study trophy cases, draw plans, price materials, and estimate costs. Each phase of construction and finishing is carefully studied. Much use is made of resource people and small trips to shops or to the vocational wing at the high school. Many professionals including a draftsman, lumber yard worker, cabinet maker, and glass cutter, are consulted during the construction project.

AUDIENCE: Grades 7-9

METHOD(s): Field trips, community resource people

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 161.

ACTIVITY: Let's Form A Company

DESCRIPTION: This is an interdisciplinary activity that enables students to see how knowledge and skills learned in a variety of subject areas relate to the operation of a small business enterprise. Students form a company which produces and markets ring toss games. All students are involved, with each class covering some aspect of the company's operation. For example, the games are produced in industrial arts, marketing is planned during English periods, an advertising jingle is written by music students, ads are prepared in art class, and science classes research the materials used in the games.

AUDIENCE: Grades 7-9

METHOD(s): Simulation

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 157.

ACTIVITY: Math in the Home

DESCRIPTION: This activity helps students relate basic mathematical skills to work involved in maintaining a home. Each student designs three different household management projects which involve researching specific areas of homemaking such as baking, electrical wiring, maintaining a savings account, budgeting or painting. Students who choose budgeting, for example, calculate hypothetical finances for one year by computing money earned, money spent, income tax payments, and so forth. Students must explain each project step by step and write at least three math word problems that are linked to each project.

AUDIENCE: Grades 7-12

METHOD(s): Research and report

For additional information see: Finn, P. Career education activities for subject area teachers, grades 9 through 12, p. 139.

ACTIVITY: Math On the Job

DESCRIPTION: Friends, relatives and community people serve as resources in a study of the ways in which math skills are used in local occupations. Students divide into four groups, two of which brainstorm questions to be used in interviewing parents, neighbors and relatives. The other two groups brainstorm questions to be answered as students observe workers on the job. Questions are designed to help students identify whether the individual being interviewed or observed uses math skills on the job: and if so, the kinds of skills and their purposes. As students complete their interviews and observations, the results are read to the class and tabulated on a chart.

AUDIENCE: Grades 6-9

METHOD(s): Interview, brainstorming

For additional information see: Finn, P. Career education activities for subject area teachers, grades 6-9, p. 149.

ACTIVITY: News Broadcasting

DESCRIPTION: The purpose of this activity is to relate communication skills developed in English class to selected newscasting occupations. Students tour a local radio or TV station. After the tour, they alternate in performing participant and viewer roles. Participants work in teams to plan, develop, and produce a newscast with a maximum length of 15 minutes. Viewers evaluate what is produced. Participants select the news, edit, write scripts, operate camaras, produce, and present the newscast. The unit lasts two to three weeks; at the conclusion, students analyze what they have learned.

AUDIENCE: Grades 9-12

METHOD(s): Field trip, simulation

For additional information see: Finn, P. Career education activities for subject area teachers, grades 9 through 12, p. 109.

ACTIVITY: Polling the Public

DESCRIPTION: Students apply the concept of sampling in order to learn how poll takers conduct polls. Following a background discussion of the sampling process, the class breaks into small groups. Each group develops and administers a poll during the following week and a half. Students develop questionnaires and collect sample data. Then they convert the data to percentages and graph the results. They discuss what they learned about careers in poll taking and statistics.

AUDIENCE: Grades 9-12

METHOD(s): Survey

For additional information see: Finn, P. Career education activities for subject area teachers, grades 9 through 12, p. 159.

ACTIVITY: Role of Writing in the World of Work

DESCRIPTION: Distinguished representatives from business, industry and the professions illustrate the ways in which writing skills are used in their occupations. They tell students about the skills needed in entry level jobs, the importance of good writing skills in attaining job advancement, and the problems created by poorly written communications. The resource people may include the treasurer of a department store chain, the equal opportunity director in municipal government, a medical director of a doctor's clinic, an attorney, or an officer of a large corporation.

AUDIENCE: Grades 10-12

METHOD(s): Community resource speakers

For additional information see; Darrell, B. Role of writing in the world of work.

ACTIVITY: Setting Up A Nursery School

DESCRIPTION: This activity allows students to apply what they learn about child development in the classroom to a real life setting. After studying the characteristics of preschool children, students visit a nursery school. They obtain information on the planning and operation of the school, and observe the behavior of the children. As a culminating activity, students set up their own one-day nursery school. They plan games, learning activities, entertainment and refreshments.

AUDIENCE: Grades 9-12

METHOD(s): Simulated work experience

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 154.

ECONOMIC AWARENESS

This element of a career education program involves understanding how the economic system operates and acquiring skills needed to function within the system. Individuals play a number of different roles within the economic system -- consumer, producer, manager, service-provider entrepreneur, and stock holder. Economic awareness activities help students become aware of these various roles and how they are interrelated. The kinds of activities students undertake to achieve goals in this area include:

- completing IRS tax statements
- comparison shopping
- preparing budgets
- analyzing alternative economic policies
- designing strategies for marketing a product or service
- debating economic issues
- investigating investment opportunities

Economic awareness practices often take the following forms:

- Conference Telephone Calls. This technique has been used to enable students to interview authorities on topics related to their course work. It has been used effectively to tap resource people on the national level. For example, Milton Friedman was interviewed by one group of students. It has also been effective in involving individuals who could not take the time to visit a school. In one community the local Chamber of Commerce compiled a directory of people who agreed to participate via the telephone. The Chamber also financed the cost of the additional telephone service.

- Debate. Many economic issues are natural debate topics. Used as a culminating activity in the study of such topics as government regulation, union representation, tax policy, and advertising practices, debate provides a focus for student research. Use of community resource people as consultants and judges can serve to elevate the level of the debate.

- Entreprenuership. Students gain first-hand knowledge of business practice by forming and operating a company. They chooses a product to manufacture or a service to offer, elect officers, sell stock, keep books, map out marketing plans and produce, promote, and sell their company's products or services. This practice sometimes doubles as a fund-raising project. It can also be set up as an extra-curricular activity under the sponsorship of Junior Achievement, Inc.

- Games and Simulations. There are a number of commercially produced games that give students hands-on experience with budgets, investments, consumer decisions, stock market transactions, and financial management.

- Resource Speakers, Consultants. In most communities there are bankers, business people, union representatives, and government officials who are willing to share their expertise with students. For example, Junior Achievement, Inc. provides consultants for classes studying economics.

Table 4 provides examples of economic awareness materials. It encludes representative economic awareness goals, examples of a variety of materials designed to achieve the goals, and descriptions of the materials. The table is followed by several one-page descriptions of representative economic awareness activities.

Figure 4.

SAMPLE ECONOMIC AWARENESS MATERIALS

Goal	Title	Description
To enable students to...		
clarify basic economic concepts, such as: how the supply of and the demand for certain skills affect wage levels, and what factors influence value, and therefore the price of a product or service.	An Economic Primer: $$$ to Donuts. Prentice-Hall Media, Inc. Grades 10-12. Four filmstrips, cassettes, games, teacher's guide, student materials.	Topics covered include: "What is Money", "What Things Cost", "Who Earns What and Why", and "The Distribution of Money". Activities include games, debates, essays and research reports.
learn how to deal with problems of personal economics, such as credit, contracts, interest rates, budgeting and buying.	Consumer. Western Publishing Co. Grades 7-12. A simulation game.	Players compete to get maximum pleasure for their purchases and minimum credit charges. Random events such as doctor's bills appear unexpectedly. Play emphasizes decision-making, strategic thinking, and some bargaining.
understand important economic concepts, such as how each part of the economic system is dependent on the activities of other parts, how group demands can cause individuals to modify their behavior, the uses of power in effecting group demands and collective goals.	Economic System. Western Publishing Co. Grades 7-12. A simulation game.	Players take the roles of manufacturers, workers, farmers, and mine workers. The object of the game is to make a profit and maintain a high standard of living. Players make decisions about how much to buy, sell, produce, and consume, and at what price.

ACTIVITY: Dow, Jones and Einstein

DESCRIPTION: Students investigate various aspects of the financial world by studying the nature of banking, brokerage and accounting careers and by using imaginary money to "invest" in the stock market. Students divide into small groups, each of which visits, writes to, or researches a different financial institution, such as a savings bank, a commercial bank, or a stock brokerage firm. Each group develops a list of questions for obtaining information about the types of jobs and services the institution provides, and the skills required for these jobs. After information is collected, it is shared with the class. Concurrent with these activities, each student is given $1,000 to "invest" in stock, with no two students investing in the same company. They determine the prices of stock, calculate the number of shares they can purchase, and keep a record of price changes. At the end of one month, they calculate their profits and losses. Students then discuss how much money would have been made or lost, and how much money would have been made had the $1,000 been deposited in a savings account.

AUDIENCE: Grades 7-9

METHOD(s): Research and report, simulation

For additional information see: Finn, P. Career education activities for subject area teachers, grades 6-9, p. 145.

ACTIVITIY: Inventing the Future

DESCRIPTION: This exercise provides students with an opportunity to apply their understanding of technological change to their future roles as "producers" in the economic system. Students work in small groups to brainstorm the consequences of certain technological changes on future employment opportunities. Students identify three occupations invented and three more made obsolete as a result of the change. Groups then share their ideas with the whole class in order to reach a class consensus on new and obsolete occupations. The exercise closes with an open-ended discussion of the future students would like to see.

AUDIENCE: Grades 10-12

METHOD(s): Brainstorming, class discussion

For additional information see: Cogent Associates. Working it out: Secondary teacher's manual, p. 30.

ACTIVITY: Junior Achievement (JA)

DESCRIPTION: High school students, under the guidance of adult volunteers from the business community, gain first hand knowledge of business practice by forming and operating a company. Each group of approximately 20 students functions as a small business during the school year. Groups meet one night a week for two hours in order to:

- . choose a product to manufacture or a service to offer,
- . sell stock,
- . elect officers,
- . keep books and map out marketing plans,
- . produce, promote and sell their company's products or services.

At the end of the school year they liquidate their company and return original investment plus dividends to stockholders.

AUDIENCE: Grades 10-12

METHOD(s): Exploratory work experience

For more information contact:

. Junior Achievement, Inc.
5505 Sunner Street
Stamford, CONN. 06901

. Your local Junior Achievement director

ACTIVITY: Labor-Management Negotiation

DESCRIPTION: This activity is intended to promote student awareness of labor management negotiations, with and without labor unions. During a study of the Industrial Revolution in 19th century England, students divide into three groups and assume the roles of:

- capitalist-managers of a set of factories in 19th century England,
- members of a labor union attempting to acquire better working conditions,
- independent workers in the same factories.

Management and labor unions negotiate demands and counter proposals. Members of the union try to convince independent workers to join the union. Independent workers decide individually whether to join the union or to bargain on their own.

AUDIENCE: Grades 9-12

METHOD(s): Role play

For additional information see: Flynn, D.J. Models for career education in Iowa, p. 58.

ACTIVITY: Migrant Workers

DESCRIPTION: The purpose of this activity is to give students insight into the nature of discrimination and the importance of laws and regulations dealing with equity in employment. Students read The Grapes of Wrath to identify and discuss discrimination against migrant workers. Students see a filmstrip on migrant farm workers. They do research and collect data on legislative changes made to create better working conditions for migrant workers. They write short essays contrasting the situation of the migrant in Grapes of Wrath with the legal situation existing today.

AUDIENCE: Grades 10-12

METHOD(s): Research and report

For additional information see: Maple Heights Equity Career Education Program, Equity career education: Curriculum guide, p. 268.

ACTIVITY: Money, Money, Money

DESCRIPTION: Local financial institutions serve as resources to students learning basic principles of finance. A bank and a savings and loan association each send a representative to school to answer student questions on a variety of topics related to banking and investment. Students visit the two institutions, interview people in related careers, follow stock prices for an eight-week period, and play a simulation game in which they function as stock brokers.

AUDIENCE: Grades 7-9

METHOD(s): Guest speakers, field trips, interviewing, simulation

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 71. ("Project Business")

ACTIVITY: Peanuts for Profit

DESCRIPTION: This activity enables students to understand the basic economic principles and financial responsibilities involved in the conduct of business. A local bank agrees to lend money to students in a social studies class so they might operate a small business enterprise for a designated period of time. The class decides to sell peanuts at certain school functions such as athletic events. In the process, students experience buying and selling, making profits and losses, borrowing and returning money, and making decisions concerning finance.

AUDIENCE: Grades 7-9

METHOD(s): Simulation

For additional information see: Stein, W. Increasing guidance effectiveness through school community cooperation, p. 149.

ACTIVITY: Project Business

DESCRIPTION: In order to give youth the opportunity to learn about the economic system from people with first-hand knowledge, business people from the upper levels of management spend one day a week in 8th and 9th grade social studies classes. They may teach, participate in discussions, or assist with curriculum development in areas such as money and banking, supply and demand, consumerism, and choosing a career.

AUDIENCE: Grades 8-9

METHOD(s): Community resource persons

For additional information contact:

. Junior Achievement, Inc.
  5505 Sunner Street
  Stamford, CONN. 06901, or

. Your local Junior Achievement director

ACTIVITY: Wage/Price Spiral

DESCRIPTION: This activity enables students to learn about the effects of union activities on working conditions, and on consumer prices. Students divide into groups, each one selecting a large national union to study. They write letters, interview union members, and engage in other forms of research to ascertain the benefits that unions have obtained for workers during the past 20 years, as well as the effects that higher wages have had on consumer prices. Groups report their findings to the class. Each group then prepares a list of consumer products that are affected by a rise in steel prices, and a chart which illustrates the cycle of higher prices causing demands for higher wages, which in turn lead to higher prices.

AUDIENCE: Grades 9-12

METHOD(s): Research and report

For additional information see: Aronstein, W. Career education teacher's guide, p. 148.

CAREER PLANNING/DECISION-MAKING

This element of a career education program involves goals related to understanding the need for career planning, acquiring skills in planning and decision-making processes, and accepting responsibility for the outcome of decisions. In a rapidly changing society, it is important that young people be prepared to think beyond the selection of an occupation to the concept of career planning as a life-long process that applies information about personal characteristics, and educational, career, and life style options to life/career goals. The kinds of activities that students undertake to achieve goals in this area include:

- exploring various decision-making strategies
- practicing decision-making skills
- interpreting and applying information about self to career decisions
- identifying people and events that influence career plans
- formulating tentative career plans
- anticipating the consequences of career decisions

Career planning/decision-making practices often take the following forms:

- A/V Presentations. Films and filmstrips enhance student understanding of both the process and outcomes of career decisions. The vicarious experience these media provide can be effective in demonstrating the value of examining alternatives, weighing possible consequences, and reassessing tentative decisions. The teacher's guides and student workbooks which often accompany audio visual materials suggest activities that allow students to apply what they have learned to their own situation.

- Games and Simulations. Games generally involve decision-making and feedback. Those designed to promote career planning also encourage students to experiment in developing effective decision-making strategies and to weigh the consequences of alternative career decisions.

- Guided Self-Instruction. Generally, the basic component of a self-instruction program in career planning is a workbook which leads the student through a series of career planning steps. For example, the Career Planning Program (CPP) developed by the American College Testing Program, includes a booklet entitled "Exploring: You and Your Career." This is a student's guide for career/self-exploration and planning. It includes various checklists and activity guides to introduce students to basic career development concepts and career planning resources. The same booklet can serve as the basis for a nine unit mini-course in career planning.

- Interactive Computer Systems. Interactive computer-based programs for career planning are designed to guide students through a decision-making process and monitor their progress. A well-known example is System of Interactive Guidance and Information (SIGI), which is intended for older high school and adult populations. A lesser known example is the DISCOVER system, which is intended for use by students in grades 7-12.

Table 5 provides examples of planning/decision-making materials. It includes representative planning/decision-making goals, examples of a variety of materials designed to achieve the goals, and descriptions of the materials. The table is followed by several one-page descriptions of representative planning/decision-making activities.

Figure 5.

SAMPLE CAREER PLANNING/DECISION-MAKING MATERIALS

Goal	Title	Description
To help students...		
examine their own career priorities and begin their own career plans.	Disney's Career Planning Program. Walt Disney Educational Media Co. Grades 7-12. Filmstrips, cassettes, duplicating masters and teacher's guide.	Disney World serves as a microcosm of the world of work for four high school students who are taken behind the scenes at the park and resort community. Topics covered include: Why Career Planning. How Careers Influence Life Styles. How to Begin Your Personal Career Plan. Career Clusters: Understanding the Options. After each filmstrip is shown, students are given a worksheet to complete.
learning a decision-making process.	Career Decision-Making. Counseling Films, Madison, Wisconsin. Developed by John Krumboltz. A 16mm Film.	This 27-minute sound film provides instructions in an eight-step decision-making process. It shows how a group of high school students learn a decision-making process through individual and group counseling.
develop decision-making skills.	Deciding. (grades 7-9) and Decisions and Outcomes (grades 10-12), College Entrance Examination Board. Student text and teacher's guide.	Activities focus on examining and clarifying personal values and goals, identifying and creating new alternatives, and making decisions based on consideration of alternatives and values. Students practice making decisions through simulations, role playing, written exercises, and discussion.
develop systematic exploration and decision-making skills.	Exploring Career Decision-Making. McKnight Publishing. Grades 9-12. Developed by Appalachia Educational Laboratory. Student text and workbook, teacher's/counselor's guide, nine filmstrips with cassettes.	Students identify their personal goals, learn and use a decision-making strategy, identify desired career activities on the basis of interests and experiences, and formulate a tentative career plan through which they can meet their goals.
analyze decisions and the decision-making process.	Decision-Making for Career Development. Science Research Associates. Grades 7-12. Four audio-tapes, student response books.	The audio tapes provide the directions for nine role-playing sessions which involve students in a variety of decision-making situations.

ACTIVITY: After High School

DESCRIPTION: This exercise is designed to give students practice in decision-making and to help them understand the value of planning. Students are to imagine that in their last year of high school, they are suddenly forced to leave school and be entirely on their own. They know their present grades, abilities, habits, activities and home life. They brainstorm the job opportunities that might be available to them and decide if any of these would make them happy for ten years. Then they are told they have an additional year before being on their own; they decide what preparations they should make and what information they need to help them make plans.

AUDIENCE: Grades 10-12

METHOD(s): Brainstorming, personal investigation

For additional information see: Gelatt, H.B., et al. Decisions and outcome, p. 44.

ACTIVITY: Al Selects Courses

DESCRIPTION: Students engage in a programmed instructional activity to learn about the usefulness of various information sources for making decisions about course selection. They put themselves in the place of Al who must select the courses he needs for high school. Students read a summary of twelve resources that are available to Al to help him make his decisions. These include Al's own thoughts, things he might read, actions he might take, and people he might consult. Students select the three resources they think would be most helpful. They find detailed descriptions of the help these three sources offer, and determine the adequacy of that help. If necessary, they refer again to the original list of twelve resources and select three more. When they have received sufficient information--or exhausted all twelve resources--they state what decisions they think Al should make, which information was the most influential, and whether still more information is needed.

AUDIENCE: Grades 9-12

METHOD(s): Programmed instruction

For additional information see: Gelatt, H.B., et al. Deciding, p. 27.

ACTIVITY: Constitutional Convention

DESCRIPTION: The purpose of this activity is to help students develop the ability to make decisions and analyze the consequences of those decisions. Students assume roles in forming a simulated government, similar to that of the United States. As the class formulates a constitution, they make many decisions and weigh the consequences of the decisions. Each student keeps a diary of his or her position on decisions and the reasons behind those positions.

AUDIENCE: Grades 7-9

METHOD(s): Simulation

For additional information see: Flynn, D.J. Models for career education in Iowa, p. 38.

ACTIVITY: Critical Decisions

DESCRIPTION: This exercise is designed to help students evaluate the relative importance of various educational and career decisions. Students read the true account of a young woman who seemed unable to set appropriate educational and career goals. Students determine which of the woman's decisions had important effects on her life, and they discuss possible actions that might have helped her move in positive directions. Students then decide what kind of advice they would give the young woman were she to come to them for help.

AUDIENCE: Grades 7-12

METHOD(s): Case study

For additional information see: Gelatt, H.B. et al. Deciding, p. 9.

ACTIVITY: Decisions, Decisions

DESCRIPTION: This activity provides students with a decision-making experience in which they are forced to choose between two values they prize. Students listen to 12 situations read by the teacher. One, for example, begins by saying, "You're flunking a course. It's the day before the exam, and somehow your friend has gotten hold of a copy of the final....." Students rate each situation on a grid according to the degree of difficulty they experience in making the decisions that are called for. When the grids are complete, large key words, representing each situation, are placed on the floor. Students stand beside the card that represents the situation most difficult for them to solve. They then receive printed copies of the situations and write their solutions to each. Small discussion groups are formed for students to discuss the more difficult of their decisions.

AUDIENCE: Grades 7-9

METHOD(s): Personal investigation, small group discussion

For additional information see: Parma City School District, A sourcebook of activities for student guidance, p. 24.

ACTIVITY: Values in Making Decisions

DESCRIPTION: This activity provides the opportunity to determine the relationship between people's values and decisions they make about the course of their lives. Students read four brief stories describing common human dilemmas that require decision-making. For each situation, students write the solution they think the person would probably choose, and the values the person holds that would lead to that decision.

AUDIENCE: Grades 7-12

METHOD(s): Case study

For additional information see: Gelatt, H.B., et al. Deciding, p. 16.

ACTIVITY: Whatever Happened to Debbie Kraft?

DESCRIPTION: This is a programmed instructional activity designed to increase awareness of the career and life-style choices that are available to young women. Each person takes the role of Debbie, a high school senior deciding what to do after graduation. Initially, the choices offered to Debbie are: go to college in the fall, get a job, marry her boyfriend, or spend the summer on the beach and wait until fall to make a decision. Each choice is followed by several options which require "Debbie" to turn to a specified page and encounter another set of options. Eventually, "Debbie" is led to seven questions which call for an analysis of actions and the ways in which she might have been helped to become aware of alternatives that she did not consider.

AUDIENCE: Grades 10-12

METHOD(s): Programmed instruction

For additional information see: "Whatever happened to Debbie Kraft?"

CAREER EDUCATION RESOURCES

This section contains information on a variety of resources available to school personnel and community participants who are formulating career education programs for their schools. It includes sources of information on programs, practices, and materials, and sources of technical assistance.

The first part of this section is an annotated list of sources of information on career education activities. Included in this list are publications which contain more detailed information on the activities which are briefly described in the first five sections of this booklet. The next part provides information on national and local resource centers which offer information and/or technical assistance on career education programs.

Sources of Additional Information

Andrews, E., Hansen, M.L., & Ritvo, P. Exploring arts and humanities careers in the community. Washington, D.C.: U.S. Government Printing Office, 1976.

This guide for planning out-of-school programs contains brief suggestions on how to locate and coordinate community resources. It focuses on eight types of community experiences, including shadowing, interviewing, field trips, internships and apprenticeships. The advantages, disadvantages, objectives, activities and evaluation methods are described for each type. The guide is useful as an overview of possible ideas schools might explore and adapt.

Aronstein, L.W. Career education teacher's guide. West Nyack, N.Y.: Rockland County BOCES, 1974. (ERIC Document Reproduction Service No. ED 107 911).

This is a collection of teacher's guides for six instructional units which emphasize the infusion of career education into existing curricula. Each unit is organized under several strategies and major aims, subdivided into categories of objectives, concepts, suggested activities, resources, and evaluation procedures. Most units conclude with a bibliography of additional resource materials. The guides were designed to provide resources from which teachers might design and implement their own teaching-learning situations.

Axelrod, V., Drier, H., Kimmel, K., & Sechler, J. Career resource centers. Columbus, Ohio: Center for Vocational Education, 1977.

This handbook makes practical suggestions for organizing, implementing, and evaluating career resource centers. The information

was meant for secondary school centers, but can be adapted according to purposes and need. The exhibits and appendices would help persons operating and/or planning a career resource center.

Boyce, V., Daugherty, H., & Brown, L. Career education: The role of school-related youth groups and voluntary organizations. (Information Series No. 108). Columbus, Ohio: Center for Vocational Education, ERIC Clearinghouse on Career Education, 1977.

This document reviews the purposes and activities of youth groups and volunteer organizations, such as the Girl Scouts and YMCA, to determine their relationship to career education. The paper identifies areas which need the participation of these groups and suggests strategies to involve them. Individual organizations are listed and their career education programs are described.

California State Department of Education. Implementing career education. An administrator's handbook. Sacramento, Calif.: Author, 1976.

Four brief volumes outline basic information on concept and process, administration, and model practices used for career education implementation in California public schools. A fifth volume outlines "exemplary practices" from various schools. Suggested tasks and discussion topics are included.

Campbell, R., Rodebaugh, H., & Shaltry, P. Building comprehensive career guidance programs for secondary schools. Columbus, Ohio: National Center for Research in Vocational Education, 1978.

This is a handbook of programs, practices and models of career education for secondary schools. An overview of current practices

is provided, as well as descriptions of instructional activities that are related to guidance, self-awareness, career awareness, and career exploration.

Career Education Workshop. West Nyack, N.Y.: Parker Publishing.

This monthly newsletter disseminates practical information for career education professionals. Articles focus on staff development, teaching ideas, professional growth, and funding.

Carlson, L., et al. Self-concept exploration. A career education resource guide. St. Paul, Minn.: Minnesota Department of Education, 1972. (ERIC Document Reproduction Service No. ED 128 554).

The processes of self-discovery and career exploration are combined in this learning opportunities package, which is one of a series developed for use at the high school level. The objectives, learning experiences and appended activities may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Other learning opportunities packages in the series deal with "Life Styles and Work," "Value Identification," "The Social Contribution of Work," and "Significant Others."

Cogent Associates. Working it out: Secondary teacher's manual. Princeton, N.J.: Author, 1975.

This is part of Project HEAR, a self-awareness, career awareness, and decision-making curriculum for grades 4-12. Designed to broaden students' career options and eliminate occupational sex stereotyping,

these activities make use of audio-visuals, simulation games, and written materials. Project HEAR has been validated by the U.S. Office of Education guidelines as a successful, cost-effective, and exportable program.

Conrad, D., & Hedin, D. Action learning in Minnesota. St. Paul, Minn.: Center for Youth Development and Research, 1975. (ERIC Document Reproduction Service No. ED 117 016).

This publication describes over 100 activity-oriented programs in which students learn through a combination of direct experience and associated instruction or reflection. A number of programs relate to career education.

Darrell, B. Role of writing in the world of work: An experimental enrichment program for first-year English. (ERIC Document Reproduction Service No. ED 144 060).

This program shows students how writing is related to various careers. It is intended to increase student interest in developing writing skills.

Drews, P. Flight plan: Toward a career choice. Report prepared for the Office of Career Education. Akron, Ohio: Akron Public Schools, 1977.

Akron's career education programs for students system-wide, grades K-12 are described in this manual. Included are a variety of programs in which employers and the community-at-large collaborated with the schools to help students relate education to work. Sections on in-service training, parental involvement, national programs, and collaboration between the school district and local institutions of higher education are also included.

EPIE Career education SET. Volume 1: How to select and evaluate instructional materials. New York: Educational Products Information Exchange, 1975.

This book (volume one of a two-volume set) is designed to provide schools with tools for selecting and evaluating career education instructional materials. It provides techniques for examining materials, including checklist questions for detecting and counteracting sexist and racial bias, and points up the need to choose materials that fit with those already in use in the school system.

EPIE Career education SET. Volume 2: Analysis of seven hundred prescreened materials. New York: Educational Products Information Exchange, 1975.

This catalog contains abstracts of commercial and noncommercial career education materials for all age levels. Materials are grouped in seven color coded sections: printed materials, filmstrips, films, products under development. The analyses of the materials contain information on objectives, content, methods, and producer's means of evaluation as well as career education focus, i.e., self-knowledge, decision-making, and career awareness. All of the information is briefly noted in chart form. No opinions are offered on the quality of the materials listed.

Evans, R.N., Hoyt, K.B. & Mangum, G.L. Career education in the middle/junior high schools. Salt Lake City, Utah: Olympus, 1973.

This is the third volume in a series which includes Career Education: What It Is and How To Do It and Career Education and the Elementary School Teacher. It outlines current career development practices at

the middle and junior high level; surveys ideas for incorporating career education in the academic, fine arts, and practical arts classroom; discusses possible forms of active work experience in grades 5-9; and summarizes suggestions for organizing career education programs in middle-junior high schools. Bibliographies are included for each of the above topics.

Far West Laboratory for Educational Research and Development. Educational programs that work. 6th ed. San Francisco: Author, 1979.

The nearly 250 programs described in this catalogue have been judged as exemplary by the standards and guidelines of the U.S. Office of Education. Experience-based career education, performance-based career education, and community involvement programs are included. Most of these programs were developed, and continue to be operated, by local school personnel.

Finn, P., & Lawson, J. Career education activities for subject area teachers grades 9 through 12. Cambridge, Mass.: Abt Publications, 1975.

This is a practical manual of specific exercises for infusing career education concerns into math, science, English, social studies, health, and art classes. It includes a variety of activity types, such as role play, field trip, poll, and debate. A chapter on resources deals with teaching techniques, stereotyping, and use of the community. Activities are low cost, practical, easy to structure, and relevant to traditional skills. Two related publications contain activities for grades 1 through 6 and 6 through 9.

Flynn, D.J. Models for career education in Iowa: Implementing career education objectives in the classroom: Exploration phase. (ERIC Document Reproduction Service No. ED 118 728).

This document, which is part of a series, suggests methods for integrating career education objectives and activities into the junior high school curriculum. The Exploration Phase of the Iowa project is composed of activities focusing on self-concept, world-of-work, and self and world-of-work. The activities are presented in the following format: career education objectives; several instructional objectives; activities related to each instructional objective, resource materials; and suggestions for student evaluation.

Gelatt, H.B., et al. Deciding. New York, N.Y.: College Entrance Examination Board, 1972.

This is a course of study to guide junior and senior high school students in developing decision-making skills. Exercises are grouped into units dealing with personal values, use of relevant information, and use of effective strategies. There is an accompanying Leader's Guide.

Gelatt, H.B., et al. Decisions and outcomes. New York, N.Y.: College Entrance Examination Board, 1972.

This outgrowth of the Deciding program is designed to help older high school students, college students, and adults develop and apply decision-making skills. Exercises deal with typical and real-life situations faced by many people who need to make fairly complex personal, educational, and career decisions. There is an accompanying Leader's Guide.

Hansen, M.L., et al. 391 ways to explore arts and humanities careers. Washington, D.C.: U.S. Government Printing Office, 1976.

Intended for grades 7-12, these simple, pilot-tested career exploration activities tie into basic activities in regular school courses. Twenty-five career areas include design, dance, editing, museum work, religious occupations, legal professions, and arts management. Useful for adding career dimensions to standard classroom work.

Hebeisen, A. Peer program for youth. Minneapolis, Minn.: Augsburg Publishing House, 1973.

This book contains a detailed description of PEER--Positive Educational Experiences in Relationships, a structured series of activities designed to enable youth to develop self-esteem, self-understanding and communication skills. The program, which is appropriate for groups of 6-12 participants, includes many exercises for teaching the values and needs of others, and acknowledging one's own positive qualities.

Hedstrom, J., & Turner, N.J. Career education sourcebook. Boulder, Colo.: Social Science Education Consortium, Inc., 1977.

This sourcebook analyzes 47 sets of materials which can be used as both social studies and career education curriculum. Each entry includes a checklist of major characteristics such as grade level, activities, and career education elements, followed by a two page narrative description of the material's purpose, organization, and contents. Multimedia kits and series are emphasized. The sourcebook

is useful for choosing materials for closer examination. Related publications include: Career Education Materials Analysis Instrument and Tips for Infusing Career Education in the Curriculum.

Hoyt, K.B. Community resources for career education. (Monographs on career education). Washington, D.C.: U.S. Government Printing Office, 1976.

This is a report on two "mini-conferences" conducted with representatives from the business-labor-industry community. Included are suggestions for involving community members in programs; results of efforts of such groups as Girl Scouts, Boy Scouts, Junior Achievement, Chamber of Commerce, National Alliance of Businessmen, and private companies; and comments on the future for community involvement.

Jackson, D.J. Planning ahead for career choice. Ithaca, N.Y.: Cornell Institute for Research and Development in Career Education, 1976.

This is an instructor's guide for the Career Decision Making Mini Course, designed to promote self-awareness and improve career decision-making skills of 10th, 11th, and 12th grade students. The program is divided into three units: Values, Occupational Information, Decision Point. Altogether, there are 15 learning capsules, each comprising individual and group activities.

Mangum, G., et al. Career education in the academic classroom. Salt Lake City, Utah: Olympus, 1975.

This book grew out of a conference sponsored by the National Foundation for the Improvement of Education in which classroom teachers and representatives from seven national associations met to discuss the

relationship between career education and the traditional academic disciplines. Each of the associations represented produced a statement that discussed the following: (1) the relationship between the goals of career education and the goals of their specific discipline, (2) the issues that relate to career education in each discipline, (3) techniques for infusing career education into the curriculum, and (4) career education activities that complement the goals of the specific discipline.

Maple Heights Equity Career Education Program. Equity career education: curriculum guide. Maple Heights, Ohio: Author, 1976. (ERIC Document Reproduction Service No. ED 131 241).

Curriculum guides for grades 3, 6, 8, and 10 are contained in this document. For each grade level, a rationale for grade plans precedes the stated objectives, levels, subject areas, concepts and processes. Learning intent, learning activities, suggested materials, and evaluation procedures are described in depth. Objectives and activities for grade 8 emphasize career orientation and expand the guidance emphasis on evaluating individual interests and abilities, and relating these to life-career situations. Objectives and activities for grade 10 continue the guidance emphasis by encouraging career exploration based on learner self-assessment.

McClain, T.W., & Sockol, R.A. Community education/work collaboration: A Massachusetts perspective. Amherst, Mass.: Institute for Governmental Studies, 1977.

This is a guidebook for establishing education-work linkages in the community. The booklet outlines the key dimensions of education/

work collaboration, offers strategies for implementing programs, and describes efforts that are currently underway in 12 Massachusetts communities.

McClure, L., Cook, S., & Thompson, V. Experience-based learning: How to make the community your classroom. Portland, Ore.: Northwest Regional Educational Laboratory, 1977.

Designed for educators who are interested in implementing an experience-based career education program, this guidebook provides a comprehensive introduction to the planning, development, and management of a program. It discusses the general concept of experiential learning and offers specific techniques for practical application to any subject area.

McKinley, C. The original American early morning primer: A how-to-do-it guide for implementing career education in rural schools. Cashmere, Wash.: Cashmere School District, n.d.

The approach of this guide is based on establishing tasks using seven elements of career education: appreciation and attitudes, self-awareness, decision-making, educational awareness, economic awareness, beginning competency, and employability skills. The rural setting is discussed in terms of career education. Examples of approaches, materials, readings, and activities are culled from a variety of sources.

Meerbach, J. The career resource center. (New vistas in counseling series vol. 8). New York: Human Sciences Press, 1978.

This guide describes how to develop and implement a career resource center, from conception to evaluation. Six brief vignettes illustrate

the problems and motivations of educators introducing career resource centers into different types of schools. Chapters on advisory committees, sources of funding, materials selection, staffing, and equipment are included.

National Association of Secondary School Principals. 25 action learning schools. Reston, Va.: Author, 1974.

The development of action learning is discussed. Descriptions of action learning programs include details about such issues as enrollment, grade level, amount of time provided for work experience, awarding of credit, and payment for students.

National Center for Career Education. Mini-library for senior high grades 10-12. Missoula, Mont.: National Center for Career Education, n.d.

Each mini-library is a prescreened collection of approximately 2500 pages of teacher-prepared instructional materials. Mini-libraries in the areas of math, social studies, science, language arts, and guidance include materials created as part of extensive career education projects in such places as Mesa, Arizona and Roseville, Minnesota. Mini-libraries are also available for primary, intermediate, and junior high grades.

National Commission on Resources for Youth. New roles for youth in the school and community. New York: Citation Press, 1974.

The programs described in this book were selected by the National Commission on Resources for Youth from hundreds of youth-involvement

projects carried on in various parts of the United States. In each instance, young people are/have been productively involved in activities that have value for themselves and other people. These are successful programs that have enabled young people to participate in productive adult activities, thereby easing their transition from adolescence to constructive adult life. The projects have taken place in many settings, but most are school related in some way.

National Manpower Institute. Work and service experience for youth. Washington, D.C.: Author, 1978.

This includes discussions of issues and constraints involved in the development of career education programs, descriptions of representative programs, and references to organizations and publications that are relevant resources.

Ohio State Department of Education. Career exploration curriculum supplement for grades 9-10. Columbus, Ohio: Author, 1974.

This is a collection of concrete approaches that school districts in Ohio are utilizing to implement and integrate career exploration throughout the curriculum. Included are career exploration simulations, lessons and units; specific information on skills required for certain jobs; a nine-page decision-making unit entitled "Know Thyself;" and a brief hands-on implementation guide.

Oregon State Department of Education. Career guidance techniques for classroom teachers: Individualized learning systems for career/vocational education. Staff development. Salem, Ore.: Author, n.d.

These eight packages include materials on career guidance in the areas of: valuing, decision-making, life style, community resources,

working relationships, occupational information, parental involvement, and tests. Included in each package is information on goals, materials required, physical setting, procedure, and other pertinent topics. Sample activities are presented.

Parma City School District. A sourcebook of activities for student guidance, grades 7-9. (ERIC Document Reproduction Service No. ED 154 327).

This guide contains activities and materials to be used in conducting group guidance activities for junior high school students. Group process guidelines are included, as well as 63 activities with complete directions and, in some instances, materials for duplication.

Partners in Career Education. Teacher-developed infused curriculum modules. Arlington, Tex.: Author, 1977.

This series of six teacher-developed infused curriculum modules is meant to provide guidance to teachers in the infusion of career education concepts into the curriculum in various subject areas and grade levels. The activities are described in terms of nine basic learner outcomes for career education. The main portion of these volumes consists of an exploration of the construction of the modules and specific illustrations of career education concepts, with activities and resource suggestions.

Pepperman, C., et al. Getting started: A guide to writing your own curriculum. Lewisburg, Pa.: Central Susquehanna Intermediate Unit, 1976.

Nearly 500 classroom activities related to math, science, the arts, social studies, language arts, and guidance are included in this compendium. A uniform format specifies curriculum and career

education objectives, estimated time, instructional process, and essential resources for each exercise. There is one volume each for elementary, junior high and senior high school. A brief organizational volume discusses staffing, structuring, and equipping a career education program.

Ritvo, P., & Hansen, M.L. Career guidance in the arts and humanities: Activities, information, and resources for grades 7-12. Washington, D.C.: U.S. Government Printing Office, 1976.

This guide is intended for teachers and counselors working with groups of students or with individuals in grades 7-12. It contains activities, descriptions of careers, interest inventories, and lists of possible sources for detailed information on arts and humanities careers. There is also a chapter on counseling gifted and talented students. This manual is a companion to a series of six student guides and four other teacher/counselor guides to career exploration in the arts and humanities.

Stein, W.M., et al. Increasing guidance effectiveness through school community cooperation: A guide to developing cooperative relationships between schools and business, industry and labor in rural communities. Columbus, Ohio: National Center for Research in Vocational Education, 1978.

This volume is designed to help rural schools plan and implement involvement of business, industry, and labor in programs of career information and advice, hands-on and vicarious work experience, and personal contact with adults in the work world. It describes a wide variety of practical career projects already designed and carried out in rural areas. Descriptions include names, addresses, and sample forms.

Tiedeman, D.V., Schreiber, M., & Wessell, T.R., Jr. Key resources in career education: An annotated guide. Washington, D.C.: National Institute of Education, 1976.

This 400-page guide consolidates a vast amount of information about career education for use by decision-makers and practitioners. Available resources are categorized as: (1) concepts in career education; (2) factors in implementing career education; (3) models and programs in career education; (4) resource guides in career education; and (5) organizational resources in career education. The section on state models describes more than 100 programs, grouped by state. The implementation section includes guides and handbooks as well as theoretical works on implementation.

Tyler, R.W., ed. From youth to constructive adult life: The role of the public school. Berkeley, Calif.: McCutchen, 1978.

The author focuses on problems of socialization and of entering the world of work as important issues in the transition from adolescence to adulthood. Considerable attention is given to the overall role of the school in this transition, and to specific programs designed to aid students.

U.S. Office of Career Education. Career education: How to do it: Creative approaches by local practitioners. Washington, D.C.: Author, 1974. (ERIC Document Reproduction Service No. ED 105 282).

These career education activities were written by practicing teachers of grades K-12. Writers were participants in mini-conferences conducted by the Office of Career Education, U.S. Office of Education, that drew from outstanding career education programs throughout the

country. Program characteristics are varied, but emphasize infusion, work experience, community and parental involvement, development of good work habits, and decision-making.

"Whatever happened to Debbie Kraft?" Seattle, Wash.: Feminists Northwest, 1975. (ERIC Document Reproduction Service No. ED 128 235).

This educational game is designed to raise the awareness of educators, counselors, students, and parents about the career and life-style choices available to young women.

Wong, E., & Smisko, B. A user's guide to selected published tests in career education and career guidance. Madison, Wis.: Wisconsin Vocational Studies Center, 1979.

The tests reviewed in this publication measure personal, interpersonal, and social skills related to job seeking and job keeping. Test abstracts include a description of the components of the test, norms used, coefficients of reliability and validity, and the advantages or uses of the tests. The tests are grouped in three categories: (1) career/vocational education, (2) personality inventories, and (3) measurement inventories relevant to industrial settings. There is an index of publishing firms from which the materials can be ordered.

NEW JERSEY

New Jersey Occupational Resource Center
Building 871, New Jersey Job Corps Center
Plainfield Avenue
Edison, New Jersey 08817

Phone: (201) 985-7769 or (201) 985-7929

FOCUS: Career Education, Career Counseling, Special Needs Populations, Bilingual Materials, Sex Equity, Vocational Education.

SERVICES:

Workshops. A series of one-day workshops are held at the Center from September to May, at a nominal charge ($ 6.00 per person 1978-79, lunch included). Workshop topics include: Use of Educational Games/Simulations, In-service Vocational Staff Development, Proposal Writing, Competency-Based Curriculum for Vocational and Career Education, Career Resource Centers, and many more.

Circulating Library. The Resource Center has a large circulating collection of curriculum materials, mostly commerically produced, including: films, filmstrips, kits, audio-cassettes, games/simulations, and printed materials. It also maintains an ERIC microfiche collection, dissertations on microfilm, periodicals, and documents. Microfiche readers are available for loan.

NEW JERSEY

New Jersey Vocational - Technical Curriculum Laboratory
Rutgers - The State University
4103 - Kilmer Campus
New Brunswick, New Jersey 08903

Phone: (201) 932-3845

FOCUS: Vocational-Technical Education, Career Education, Special Needs Populations, Bilingual Materials.

SERVICES:

Workshops. Month-long workshops, usually held during the summer, provide a select group of teachers assistance in developing new curriculum materials.

Library. The Lab has a rather extensive library of teacher-developed and commerical curriculum materials. Also available are microfiche copies of materials produced bv states belonging to the Northeast Network for Curriculum Coordination.

Curriculum Searches. The Laboratory provides requesters with current information regarding extant curriculum products which relate to an individual area of concern. Searches are conducted on national, state and regional levels.

PENNSYLVANIA

Central Susquehanna Intermediate Unit (CSIU)
82 University Avenue
Lewisburg, PA. 17837

Phone: (717) 524-4431

FOCUS: Career education program implementation.

SERVICES:

Technical Assistance. In-service training is provided for teachers, counselors, administrators, and paraprofessionals in four areas: human relations, instructional media, curriculum infusion, and community resources. The programs and materials used in this training have been validated by the Pennsylvania Diffusion Panel. Services are available to schools outside the Central Susquehanna Intermediate Unit (CSIU) area. After the initial training, CSIU staff members are availabe to work with districts in a consulting capacity.

Curriculum Materials. CSIU maintains a collection of career education materials which school personnel may review for possible use.

PENNSYLVANIA

Pennsylvania Guidance Service Center
c/o Harrisburg Area Community College
101 College Center
3300 Cameron Street Road
Harrisburg, PA. 17110

Phone: (717) 236-9533 Extension 283

FOCUS: Career Development, Decision-Making, Self-Assessment and Values, Careers and Jobs, Job Placement, and Professional Development.

SERVICES:

Curriculum Materials. This center has up-to-date multimedia materials produced by over 100 publishers. School personnel may preview materials at the center. The Center's staff provide demonstrations of materials and their use.

Workshops. In-service workshops are conducted for school personnel involved in beginning or improving career guidance programs. Workshops can take place either at the Center, or at the school requesting the service. Workshops arrangements should be made at least one month in advance.

PENNSYLVANIA

Regional Library Media Examination Centers:

EASTERN AREA BRANCH

Philadelphia School District
Horn Curriculum Center
Frankford & Castor Aves.
Philadelphia, PA. 19124

(215) 535-0545

NORTHEASTERN AREA BRANCH

Luzerne IU #18
368 Tioga Avenue
Kingston, PA. 18704

(717) 287-9681

NORTHWESTERN AREA BRANCH

Northwest Tri-County IU #5
252 Waterford Street
Edinboro, PA. 16412

(814) 734-5610 ext. 234

SOUTH CENTRAL AREA BRANCH

Lancaster-Lebanon IU #13
P.O. Box 248
West Cottage Avenue
Millersville, PA. 17551

(717) 872-2939

WESTERN AREA BRANCH

Alleghney County IU #3
Two Allegheny Center, Suite 1300
Pittsburgh, PA. 15212

(412) 323-5748

FOCUS: Evaluation and selection of instructional materials.

SERVICES:

Library. These centers maintain collections of print and non-print instructional materials, including career education materials. These collections are available to teachers, libraries, and administrators who wish to review materials prior to purchase.

Consultation Services. Professional advice is offered in the areas of: evaluation of collections; planning for acquisitions; administration, organization, and use of instructional materials; and selection of instructional materials.

PENNSYLVANIA

Research and Information Services for Education (R.I.S.E.)
198 Allendale Road
King of Prussia, PA. 19406

Phone: (215) 265-6056

FOCUS: Educational research, development, planning, exemplary practices, and human resources.

SERVICES:

Information Services. R.I.S.E. is a state-wide information center which responds to school district requests for literature searches, computer bibliographies and other print based information packets.

Diffusion Services. R.I.S.E. provides technical and (very modest) financial assistance to schools, school districts, and intermediate units as they adopt or adapt programs which have been validated either by the Pennsylvania Diffusion Panel or the Joint Dissemination Review Panel (JDRP). The technical assistance R.I.S.E. provides includes help in identifying, selecting, and installing such programs.

DELAWARE

Educational Resources Association
83 East Main Street
Newark, Delaware 19711

Phone: (302) 454-2425

FOCUS: Infusion of career education topics into the main content areas of the school curriculum.

SERVICES:

Clearinghouse. Educational Resources Association identifies and recruits community resource people who volunteer to help teachers relate their course content to the knowledge and skills utilized in various occupations. Delaware teachers who phone the clearinghouse are assigned a resource person who is willing and able to show on-the-job applications of the subject matter being taught.

Workshops. In-service training provided by Educational Resources Association is intended to help school personnel relate what students learn in school to the tasks performed in various occupations.

DELAWARE

Library-Information Center
Department of Public Instruction
P.O. Box 1402
Dover, Delaware, 19901

Phone: (302) 678-4692

FOCUS: Educational practices, products, and research.

SERVICES:

Information Services. The Library-Information Center responds to information requests from Delaware educators by providing bibliographies, document abstracts, and microfiche and/or paper copies of journal articles, and ERIC documents. The Center's information search and retrieval service draws upon its own library resources, which include the ERIC document collection, and upon national computerized data bases, other information centers, and the staffs of the Department of Public Instruction, other state agencies, and institutions of higher education.

Technical Assistance. Field staff assist school district personnel in identifying educational problems, gathering relevant information, analyzing possible alternative solutions, and implementing instructional inprovements.

NATIONAL RESOURCE CENTERS

National Center For Career Education (NCCE)
University of Montana
P.O. Box 7815
Missoula, Montana 59807

Phone: (406) 243-5262

FOCUS: Career education topics infused in the main content areas of the school curriculum.

SERVICES:

Workshops. In-service training provided at the Center is intended to help school personnel utilize existing career education programs and materials to plan and develop curricula.

Resource Bank. The NCCE data base consists of a bank of over 7000 career education instructional materials. The contents of the bank includes mainly non-commerical (mostly teacher-made) learning materials and curriculum guides.

NATIONAL RESOURCE CENTERS

National Commission on Resources for Youth, Inc. (NCRY)
36 W. 44th Street
New York, N.Y. 10036

Phone: (212) 840-2844

FOCUS: Youth participation programs.

SERVICES:

Clearinghouse. NCRY identifies exemplary youth participation programs, prepares program case studies, and disseminates program information through a newsletter, "Resources for Youth," and other publications.

Technical Assistance. NCRY responds to requests for assistance in selecting or developing programs that encourage significant youth involvement in community service programs.

NATIONAL RESOURCE CENTERS

National Education Practice File
Bibliographic Retrieval Services, Inc.
Corporation Park, Building 702
Scotia, New York 12302

Phone: (212) 840-2844

FOCUS: Education programs and practices nationwide

SERVICES:

Information Services. The National Education Practice File provides computer access to information on promising programs and practices. Career Education practices are included only if they have been validated by the Joint Dissemination Review Panel or approved by a state education agency as an ESEA Title IV-C program.